

YEAR 1

SEMESTER 1

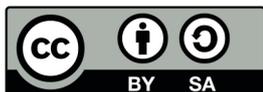
Four-Year B.Ed. Course Manual

PEDAGOGY: INCLUSIVE SCHOOL-BASED ENQUIRY





The Government of Ghana



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TABLE OF CONTENTS

FOREWORD	iii
ACKNOWLEDGEMENTS	iv
INTRODUCTION TO COURSE MANUALS	v
COURSE DETAILS	1
THE VISION FOR THE NEW FOUR-YEAR B.ED. CURRICULUM	1
GOAL FOR THE SUBJECT OR LEARNING AREA.....	1
COURSE DESCRIPTION.....	1
KEY CONTEXTUAL FACTORS	1
CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION	2
LESSON 1	
THE ROLE OF SCHOOL-BASED ENQUIRY IN SUPPORTED TEACHING IN SCHOOL	6
LESSON 2	
IDENTIFYING LEARNER CHARACTERISTICS	11
LESSON 3	
TECHNIQUES AND PROCESSES OF INCLUSIVE SCHOOL-BASED ENQUIRY	14
LESSON 4	
DEVELOPING TOOLS FOR DATA COLLECTION	18
LESSON 5	
CONTEMPORARY DATA COLLECTION APPROACHES	22
LESSON 6	
COLLECTION, MANAGING AND INTERPRETING DATA	26
LESSON 7	
USING CREATIVE ACTIVITIES TO ADDRESS LEARNING NEEDS	29
LESSON 8	
USING ASSISTIVE TECHNOLOGY FOR INTERVENTION.....	32
LESSON 9	
CLASSROOM BASED INTERVENTIONS.....	35
LESSON 10	
EVALUATION AND REFLECTION IN INCLUSIVE SCHOOL-BASED ENQUIRY	38
LESSON 11	
DEVELOPING PORTFOLIOS AND ANECDOTAL RECORDS-PRACTICAL.....	41
LESSON 12	
DEVELOPING PORTFOLIOS AND ANECDOTAL RECORDS-PRACTICAL.....	44

FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTECF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu
Director General,
Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah- T-TEL Key Advisor, Dr. Eric Daniel Ananga-T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the National Accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. The course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. Courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's Teacher Education Reform Policy.

The manuals serve the following purposes:

- They are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- They lay out the course outcomes, content, strategies and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- They are explicit documents that provide other institutions with information on which to base transfer/articulation decisions.

Specifically, they also:

- Support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 1. What is to be taught and why.
 2. How it can be taught.
 3. How it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the CoEs and university professional development sessions to ensure Principals, Tutors, lecturers and Heads of Department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All those with an interest in teacher education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the topics which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will “own” their manuals and become user-developers. Lessons in the manuals will be topics for weekly PD meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, in order to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. In preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

PEDAGOGY: INCLUSIVE SCHOOL-BASED ENQUIRY

COURSE DETAILS							
Course name	PEDAGOGY: INCLUSIVE SCHOOL-BASED ENQUIRY (YEAR 1 SEMESTER 1)						
Pre-requisite	Student teachers have taken the course 'Foundations of education in Ghana' which exposed them to general philosophies of education, developing personal teaching philosophies, basic issues about gender, equity and inclusion.						
Course Level	100	Semester	1	Course Code		Credit Value	3

THE VISION FOR THE NEW FOUR-YEAR B.Ed. CURRICULUM

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instil in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

GOAL FOR THE SUBJECT OR LEARNING AREA

The goal of pedagogic studies is to equip student teachers with the foundation of the teaching profession by providing requisite instructional competencies, passion, commitment and positive attitude that ensures effective learning in diverse contexts to create better learning opportunities for all learners.

COURSE DESCRIPTION

This introductory course in classroom enquiry is to introduce student teachers to the planning of observation of learning in classrooms to assess needs of learners and the associated barriers to their learning. This is to equip them with requisite skills for diagnosis of barriers that are encountered by learners in order to adopt appropriate Interventions to support their learning. In doing so student teachers will acquire skills in data collection, management and evaluation techniques that will help them determine the outcomes of the interventions they implement. In addition, the course will equip student teachers with skills for reflective practice, self-evaluation and portfolio building.

Different interactive approaches (e.g. projects, discussion, outdoor pedagogies) and assessment procedures (e.g. report writing, reflective notes, projects etc.) will be employed. All these are geared toward making student teachers adopt and apply appropriate instructional strategies to enhance learning outcomes of diverse learners during Supported Teaching in Schools. It will also enable them to ensure that the interventions they introduce yield the needed results and the evaluation of the interventions will confirm the trustworthiness and authenticity (honesty) of the evidence gathered on different learners. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).

KEY CONTEXTUAL FACTORS

Teachers need to be aware of diversity and uniqueness among learners in their classrooms. They therefore need requisite basic skills to be able to identify and address diversity that can tend to create barriers to learning or to adopt measures to support individuals and small groups of learners with diverse needs. Also, teachers need skills in enquiry and reflective practices to gather information on individual learners to enable them make instructional decisions to improve learning of all learners in inclusive and multigrade settings.

CORE AND TRANSFERABLE SKILLS AND CROSS CUTTING ISSUES, INCLUDING EQUITY AND INCLUSION

- Digital literacy of student teachers will be enhanced by giving them opportunities to surf and present information across units using various digital tools.
- Critical thinking is developed in student teachers when they collect data, analyse and reflect on interventions (CLO 5).
- Collaboration is fostered through assigning group projects and presentation of various topics across units and encouraging a healthy school-community relationship.
- Communicative skills of student teacher will be enhanced through the examination, interrogation and presentation of their misconceptions and philosophies (CLO 1, CLO 2, CLO 3).
- Personal development & Enquiry skills in action research will be fostered acquiring skills for collecting data, analysing and initiating interventions for individual children and small groups (CLO 2, CLO 4).
- Respect for diversity and Individual differences will be engendered in student teachers by applying appropriate interventions, examining and reflecting their usefulness (CLO 1, CLO 2, CLO 5).
- Honesty and Accountability will be ensured as student teachers observe, gather information on learners, analyse and present reports that accurately reflect learners needs (CLO 5, CLO 6).

Course Learning Outcomes (CLOs)	Learning Indicators (LIs)
On successful completion of the course, student teachers will be able to:	
<p>Demonstrate knowledge and understanding of the need for inclusive school-based enquiry and child study in schools. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Record in their reflective journals and discuss the importance of inclusive school-based enquiry and child study during supported teaching in the B.Ed. Programme • Explain the model of progression for STS in the B.Ed. Programme and the graduate attributes to be demonstrated across from year one to four. • Write down characteristics of learners that may serve as barriers to learning and how they can be addressed.
<p>Demonstrate Knowledge of varying learner characteristics and the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Identify pupils with various physical, intellectual, communication and emotional and background characteristics that may serve as barriers or promote learning. • Apply appropriate observation strategies in gathering data and profiling selected pupils. • Design checklists and rating scales and collect data on learners • Provide simple and brief written interpretation of data gathered on selected pupils.
<p>Demonstrate the use of learning stories and socio-cultural approaches in school-based enquiry by way of collecting data on selected pupils. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Write on and discuss approaches for profiling learners with various learning needs observed during their school visit. • Use any of the current approaches in profiling the learning journey by gathering data on a selected child.
<p>Manage data and demonstrate application of appropriate interventions such as games, role play and other activities to address varying learning needs. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Discuss notes compiled on strategies teachers at schools visited employed in addressing barriers to learning in their classrooms. • Select and record in their reflective journals the way children learn in the classroom and the manage socio-economic, cultural, and linguistic backgrounds as well as other factors influence learning.
<p>Demonstrate the use of effective evaluative and reflective skills in classroom-based enquiry and child study during supported teaching in schools. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Prepare evaluative and reflective notes that portray their reflections on interventions implemented by teachers in child study during STS. • Show an appreciation of honesty in data presentation and respect for learner diversity through small group discussions.
<p>Display personal teaching portfolio with relevant manual and digital artefacts and discuss the need for keeping accurate data and profile of learners. (NTS 1a, p.12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<ul style="list-style-type: none"> • Display personal teaching portfolio with relevant artefacts and explain the need for keeping accurate data and profile of learners' learning journey.

1. Course Content

Unit	Topics	Sub-topic (if any)	Teaching and learning activity to achieve the learning outcomes
1	The role of school-based enquiry in supported teaching in school and the model of progression from year one to four.	1.1 The role of school-based enquiry in supported teaching in school and the model of progression from year one to four	<ul style="list-style-type: none"> ✓ Teacher-led discussion on the need for STS; Field trip to schools in nearby communities to observe supported teaching; pyramid discussions on the need for school-based enquiry. ✓ Poster presentation on the model of progression for: school-based enquiry supported teaching, equity and inclusion and attributes for year one.
2	Observation methods and processes of enquiry.	2.1 Introduction to early Identification and characteristics of learners with diverse needs and abilities; Types of observation (participant and non-participant); developing Inventories and checklist for observation.	Teacher-led discussion; Audio-visuals of learners with diverse needs; Group project on development of inventories. This should be co-planned and co-taught with SEN specialists.
3	Data collection approaches.	3.1 Learning stories approach; socio-cultural approach.	Group discussion on current approaches of child study; Individual Child study project; field-trip to schools in nearby communities; demonstrate the use of inventories in collecting data in class and wider school environment.
4	Implementing intervention activities.	4.1. Using games, demonstration, field-trips, role plays, individual and group projects; intervention and referral of learners with SEN Intervention Strategies (i.e. trouble shooting-checking if hearing aids are functioning; seating arrangements; use of assistive devices; Individual attention; Task analysis; Behaviour modification.	Demonstrate the design and use of various interventions/activities; audio-visuals on the use of interventions to support learning; analyse data on learners using appropriate applications/tools. This should be co-planned and co-taught.
5	Evaluation and reflection.	5.1 Nature and purpose of Evaluation and reflection in schools.	Student led discussions and demonstration of evaluation of interventions processes.
6	Developing portfolios and anecdotal records.	6.1 Portfolio artefacts (digital and manual) e.g. child study report, reflective notes, inventories for data collection, pictures, videos, classroom exercises, tests, projects, marking schemes.	Compiling various artefacts for Individual portfolios; developing e-portfolios; concepts maps to organise thoughts on the need accurate data presentation and keeping.

2. Teaching and Learning Strategies

- Concept cartoons and concept maps.
- Cooperative learning.
- Individual and group presentations.
- Writing of reflective notes.
- Think-pair-share.
- Ishakawa or fishbone strategy.
- Team teaching – co-planning and co-teaching by tutors and lecturers with varying expertise.
- Talk for learning approaches- always, sometimes, never true, convince yourself, convince a friend; pyramid discussion etc.

3. Course Assessment Components

Component 1: Formative assessment

Summary of assessment method, assessment for learning , 1500 word, assignment

Demonstrate knowledge and understanding of the need for inclusive school-based enquiry and child study to support all children's learning and progress. Identify what the most important features of inclusive school-based enquiry are.

NTS

- 1a) Critically and collectively reflects to improve teaching and learning.
- 2e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
- f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.
- 3f) Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners.

Weighting 30%

CLO 1,2,3

Component 2: Formative assessment (Projects)

Summary of assessment, assessment for learning, A Child Study, maximum 10 pages

The student teachers, using the strategies addressed in the course and in the STS Handbook:

- gathers information on one/two (boy/girl) learners
- focus on learners' background characteristics and abilities including age, language, interests, response to teaching approaches/strategies, response to questions in class, attentiveness, outspoken or withdrawn etc.
- identify how these affect learner's progress in learning or serve as barriers to learning, other behavioural and emotional challenges.
- suggest ways these issues can be addressed
- writes up the child study

NTS

- 1a) Critically and collectively reflects to improve teaching and learning.
- 2 e) Understands how children develop and learn in diverse contexts and applies this in his or her teaching.
- 2f) Takes accounts of and respects learners' cultural, linguistic, socio-economic and educational backgrounds in planning and teaching.
- 3b) carries out small-scale action research to improve practice.
- 3f) pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.
- 3n) Keeps meaningful records of every learner
(Core skills to be developed: respect for diversity and individual differences, critical thinking, digital literacy, honesty).

Weighting: 30%

Assesses Learning Outcomes: CLO 4, 5 and CLO 6

Component 3: Summative assessment (Examination)

Summary of Assessment Method: End of Semester Examination on unit 2, 3, 4 and 5.

(Core skills to be developed: critical thinking, personal development)

Weighting: 40%

Assesses Learning Outcomes: CLO 2, 3, 4 & 5

4. Required Reading and Reference List

Turnbull, A., Turnbull, R. & Wehmeyer, M. I. (2010). *Exceptional lives: Special education in today's schools (6th ed.)*. New Jersey: Pearson.

5. Teaching and Learning resources

- Audio-visuals from YouTube
- Samples of diagnostic tools
- Samples of Individual Learning Plans
- Samples of inventories and checklists

CPD Needs: See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry

LESSON 1

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	The role of school-based enquiry in Supported Teaching in School				Lesson Duration	3 hours	
Lesson description	The lesson focuses on introducing student teachers to the role of inclusive school-based enquiry for supported teaching in schools and how it is developed over the four years of the B.Ed. curriculum. Student teachers will be exposed to equity and inclusion and the use of school-based enquiry to track every child's progress in learning through child studies.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have been in classes at the pre-tertiary level with students from various backgrounds with different characteristics, needs, abilities and orientations. They may also have or be aware of some prejudices or misconceptions of society about people with some orientation, backgrounds or learning difficulties.						
Possible barriers to learning in the lesson	Some students might not have had an interaction with student teachers on practice or internship before and may thus have difficulties conceptualising what STS is about and what role school-based enquiry has to play. They may not have an understanding of what educational research and reflections are.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Lecturette, discussions and other talk for learning approaches should be employed</p> <p>Practical Activity: individual and group activities involving field-trip to basic schools</p> <p>E-learning opportunities: information and other related material will be gleaned from the internet using their phones and other digital devices.</p> <p>Seminar: small group presentation on relevance of school-based enquiry and of child study.</p>						

<p>Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description.</p> <p>Write in full aspects of the NTS addressed.</p>	<p>Student teachers will: Demonstrate knowledge and understanding of the relevance of equity and inclusive school-based enquiry in Supported Teaching in Schools. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12)</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes: The student teacher will be able to:</p> <p>Demonstrate knowledge and understanding of the relevance of equity and inclusive school-based enquiry in Supported Teaching in School. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<p>Learning Indicators</p> <ul style="list-style-type: none"> • Explain the concepts 'child study' and 'school-based enquiry' and their relevance in Supported Teaching in Schools. • Discuss through presentations, the importance of gathering information to support the learning of any learner irrespective of their diversities and needs. • Explain the model of progression for STS and equity and inclusion in the B.Ed. curriculum and the graduate attributes to be demonstrated in year one. • Write down some learners background characteristics that may serve as barriers to learning and how to address them. 	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <ul style="list-style-type: none"> • Appreciating the importance of equity and inclusivity, improve communication and collaboration skills, as well as the use of digital tools (ICT). Develop respect for learner diversities, equity and inclusivity.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Introduction to child study and inclusive school-based enquiry.	Sub Title: The Child and the way children learn (4-15 years).	25 minutes	Face-to-face: Tutor leads discussion on the concepts 'child study', 'school-based enquiry', 'supported teaching in schools' and their relevance to supporting children's learning through questioning. (PD Theme 2).	Face-to-face & e-learning Students surf the internet with their mobile phones for relevant information on the concepts, the relationships and relevance to learning. Students report their findings in pairs or through small group oral presentations.
	Introduction to Supported Teaching in Schools.	30 min	Independent study Provide materials or handbook for STS (soft or hard copy) and guide student teachers to read silently, the relevant aspects (key content and concepts, outcome of progress from year 1 to 4, CLOs and indicators for year 1). Guide student teachers to think-pair - share thoughts and present. Guide student teachers to map the expectations to requirements of NTS.	Read silently and examine relevant aspects of the handbook as directed. In pairs or smaller groups share thoughts and present explanations to class. Map the expectations in the STS to the NTS.
	Equity, inclusivity and Diversity in learner characteristics.	30 min	Face-to-face & Seminar Show student teachers short videos on learners with different needs and ask them to take note of the diversities. Explore their RPK and lead discussion on equity and inclusivity and its relevance to supporting all learners through questioning. (PD Theme 2).	Face-to-face & Seminar Student teachers watch videos, identify characteristics of pupils and share with class individually. They share their RPK and their thoughts on equity and inclusivity and their relevance to supporting all learners.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Barriers to learning and how to address them.	60 - 90 min	<p>Seminar</p> <p>Provide student teachers with a guide to prepare group presentations on how various learner characteristics identified create barriers to learning and how they can be addressed. (PD Theme 4).</p>	<p>Seminar</p> <p>Student teachers in small groups surf the net for given tasks and do short presentations in class.</p>
			<p>Practical activity (Take home)</p> <p>Put student teachers into small groups to visit schools in the neighbourhood to observe teaching and learning and the various interactions in a school environment using a prepared format or a guide in preparation for subsequent lessons/lectures. (PD Themes 2, 4).</p> <p>Themes for the guide:</p> <ol style="list-style-type: none"> 1. The nature/climate of the class (cordial/interactive, teacher-pupil relationship, etc.) 2. General characteristics of learners in class (attentiveness, response to questions in class, etc.) 3. Unique characteristics of learners (withdrawn, outspoken learners etc.). 	<p>Practical activity (Take home)</p> <p>Student teachers in small groups visit schools, observe and take notes based on the format (Themes) provided for subsequent lessons.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	In-lesson Assessment Assess presentations from small groups on how children learn, diversity in learner characteristics and how learner characteristics affect children’s progress in learning. Assesses CLO 1(NTS 1a; 3b;3f;3n) NTS 1a, Critically and collectively reflects to improve teaching and learning NTS 3b Carries out small-scale action research to improve practice NTS 3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weight 30%
Instructional Resources	Manual for Supported Teaching in Schools/STS Handbook by T-TEL.
Required Text (core)	Manual for Supported Teaching in Schools/STS Handbook by T-TEL. National Teachers Standards.
Additional Reading List	<i>Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early childhood education. Canada: Thompson Delmar Learning.</i> <i>Avoke, M. (2005). Introduction to Special Education. Accra: City Publishers.</i>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 2

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Identifying learner characteristics							Lesson Duration	3 hours
Lesson description	Learners come to school with varying diversities in orientation, physical, intellectual and emotional characteristics some of which make learning difficult. These difficulties in learning are deepened largely because teachers are not aware of them. The lesson thus seeks to equip student teachers with knowledge and skills in identifying different characteristics of learners to enable them use differences and gather relevant data to support diverse learners.								
Previous student teacher knowledge, prior learning (assumed)	Knowledge in identifying some learner characteristics that serve as barriers to learning and how they can be addressed.								
Possible barriers to learning in the lesson	Misconceptions about learners with varying orientations with entrenched cultural beliefs.								
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Discussion, lecturette, think-pair-share to facilitate lessons. Interaction with resource teachers.</p> <p>Practical Activity: Simulation, role plays, individual and group activities,</p> <p>E-learning: Short videos of individuals with different types of SEN, and outdoor pedagogy</p> <p>Independent study: Enable student teachers to engage with relevant and appropriate issues related to characteristics of learners, including those with SEN.</p> <p>Seminars: Generate group and individual creativity, discussion and reflection on learner diversity.</p>								
• Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed	Demonstrate Knowledge of varying learner characteristics and the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12).								

<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome 	Demonstrate Knowledge of varying learner characteristics and the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12).	<ul style="list-style-type: none"> • Differentiate between learners with or without learning challenges. • Detect learner characteristics that need extra support from teachers. 	Appreciating learner diversity, equity and inclusivity, ICT integration, collaboration and reflective practice through examination of learner characteristics.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent				
	Physical and movement problem	20-30 min	Seminar Randomly select groups formed the previous week to present findings from field activity. Guides students to categorise characteristics identified (PD Theme 4). Seminar & e-learning: Show short videos from YouTube on other unique physical features and discuss how they serve as barriers to learning (PD Theme 3, p. 64).	Seminar Selected groups present findings from field activity. Categorise characteristics presented. E-learning & seminar Students watch videos from YouTube on physical and movement problems and discuss the contents in small groups and how they serve as barriers to learning.
	Cognitive problems	20-30 min	Face-to-face Guide students to analyse work samples of learners collected from field activity to identify learning (cognitive) problems and watch videos to identify problems in other domain (PD Theme 3, p. 64).	Seminar Students write report on difficulties identified from work samples of learners and analyse videos to identify other features.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Communication challenges	20-30 min	E-learning Show videos from YouTube and guide student teachers to identify other communication problems and discuss how they serve as barriers to learning. (PD Theme 3, p. 64).	E-learning & Face-to-face Students watch videos from YouTube and discuss other communication problems identified and discuss how they serve as barriers to learning.
	Behavioural and emotional challenges	20-30 min	Face-to-face Guide student teachers to identify learners with other behavioural and emotional challenges and discuss how they serve as barriers to learning. (PD Theme 3, p. 64).	Practical Activity Identify in groups some behavioural and emotional challenges. Download pictures on them and keep in portfolios. Discuss how the emotional and behavioural challenges serve as barriers to learning.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>Formative Assessment: Prepare a matrix on a poster for learner characteristics under various categories and their barriers to learning. Assesses CLO 2(NTS 2e, 2f, 3f) NTS 2e, Understands how children develop and learn in diverse contexts and applies this in his or her teaching. NTS 2f; Takes accounts of and respects learners’ cultural, linguistic, socio-economic and educational backgrounds in planning and teaching. NTS 3f Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. Weighting: 20%</p>
Instructional Resources	<ul style="list-style-type: none"> • Audio-visuals from YouTube. • Special Education Resource Teacher.
Required Text (core)	<p>Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers. Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Define Chapters & Pages.</p>
Additional Reading List	<p><i>Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to special education. Boston: Pearson.</i> <i>Yekple, E. Y. & Deku, P. (2017) eds. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Center for Enquiry-Based Learning: http://www.ciblearning.org.</i> <i>Inspired Teaching website at www.inspiredteaching.org.</i></p>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 3

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Techniques and processes of inclusive school-based enquiry				Lesson Duration	3 hours	
Lesson description	The lesson exposes student teachers to basic techniques and processes of school-based enquiry. Student teachers will be provided opportunity to examine the processes involved in employing participatory and non-participatory observation strategies in inclusive school-based enquiry. Varying techniques used for gathering data when observing learners are also examined. This will provide student teachers with a repertoire of skills and competencies required for effectively observing and gathering data on learners' varying abilities and background during supported teaching in schools.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have had the opportunity to visit schools in nearby communities to gather information in class and wider school environment. They can also identify learners with various characteristics and needs in class.						
Possible barriers to learning in the lesson	Student teachers have little or no knowledge of how to carry out targeted observation in class.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Lecturette, discussions and other talk for learning approaches should be employed</p> <p>Practical Activity: Individual and group activities involving field-trip to basic schools</p> <p>E-learning opportunities: Information and other related materials will be obtained from the internet using their phones and other digital devices.</p> <p>Seminar: Small group presentation on relevance of school-based enquiry and child study.</p> <p>Practical work: Groups will embark on school visits to employ observation strategies to gather data on selected pupils.</p>						

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>Student teachers will: Demonstrate the use of appropriate processes of enquiry techniques for observing and conversing with learners and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12).</p>		
<ul style="list-style-type: none"> • Learning Outcomes for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes:</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p> <ul style="list-style-type: none"> • Through the use of observation, student teachers will acquire skills in classroom observation, improve communication and collaboration skills, critical thinking as well as the use of digital tools (ICT), collaboration and communication through group and pair work.
	<p>Demonstrate the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12)</p>	<ul style="list-style-type: none"> • Apply appropriate observation strategies in gathering data on selected peers (pupils) in role play. • Provide simple and brief written interpretation of data gathered on selected. 	

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>				
<p>Method and processes of inclusive school-based enquiry.</p>	<p>Concept and types of observation.</p>	<p>30 min</p>	<p>Face-to-face Explore student teachers' RPK through questioning on what was observed on visit to schools. Guide them to map their observations to the NTS they relate to and present randomly in class.</p>	<p>Map observations at school in NTS and present to class.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
		30 min	<p>Independent learning</p> <p>Guide student teachers to brainstorm on meaning of observation and the two basic types of observation: participatory and non-participatory.</p> <p>Use concept cartooning followed by pyramid discussion to initiate a discussion on what each entail and when it is appropriate to use each.</p>	Search and present meaning of concepts and types of observation in class and what each entail using internet devices (e.g., smartphones, laptop, etc.).
	Processes of observation	30 min	<p>Independent learning</p> <p>Use concept mapping and brainstorming to identify the following observation processes:</p> <ul style="list-style-type: none"> • Identify Objective. • Determine what you want to observe and why. • Establish Recording technique. • Develop questions and techniques. • Observe and take notes. • Analyse behaviours and Inferences. • Form small groups and assign each step to a group to examine and present in class. 	Identify processes and work in groups to explain what each entail and present in class.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Techniques for observing	30 minutes	Independent study Guide student teachers to search-pair and share information on the techniques for observing pupils: <ul style="list-style-type: none"> • Target child observation. • Time sampling observation. • Event sampling observation. 	Work individually or in pairs on the various techniques and how they can be used.
		60 min	Practical work Pair student teachers and let them select one technique, design a simple instrument themselves to gather information on a selected pupil in any school in the community. Findings should be presented during the nest lesson.	Work in pairs to identify a pupil in any school and use a selected technique to gather any information to be presented in class during the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment Peers listen and critique one another’s presentations on the types of observation. Student teachers should design instruments to gather information about learners and add to their portfolio. Assesses CLO 3 (NTS, 1a 3b,3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b Carries out small-scale action research to improve practice. NTS 3f; Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weighting: 20%
Instructional Resources	<ul style="list-style-type: none"> • Manual for Support Teaching in Schools/STS Handbook by T-TEL.
Required Text (core)	Denzin, N. K. & Lincoln, Y. S. (2008). <i>Collecting and interpreting qualitative materials</i> . London: Sage Publications Inc.
Additional Reading List	<i>Avoke, M. (2005). Introduction to Special Education. Accra: City Publishers</i> <i>Fraenkel, J. R., Wallen, N. E. & Hyun, H. (2012). How to design and evaluate research in education. New York: McGraw Hill Inc.</i> <i>Gestwicki, C. (2007). Developmentally appropriate practice. Curriculum development in early childhood education. Canada: Thompson Delmar Learning.</i>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 4

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Developing tools for data collection							Lesson Duration	3 hours
Lesson description	The lesson focuses on developing tools for data collection in inclusive school-based enquiry. It exposes them to data collection procedures such as classroom observation, students' academic records and work samples.								
Previous student teacher knowledge, prior learning (assumed)	Students have been exposed to techniques and strategies for collecting data and have also visited schools in the community where they collected data on the school climate and characteristics of learners.								
Possible barriers to learning in the lesson	Misconceptions about SEN, entrenched cultural beliefs								
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study	E-learning opportunities √	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Both teacher and student-led approaches such as discussions of varying kinds should be used.</p> <p>E-learning opportunities: Student teachers watch videos on YouTube about classroom experiences of learners with special learning needs and those with gender issues.</p> <p>Seminars: both Individual and group presentation of projects should be encouraged.</p> <p>Practical Activity: Students review work samples of learners and other records to explain progress or barriers to learning</p>								

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	Develop requisite knowledge in the development of appropriate tools to gather data on children’s progress in learning (NTS 1a, p. 12; 3b, 3f, 3n p. 14).		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	Demonstrate Knowledge of varying learner characteristics and the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12)	<ul style="list-style-type: none"> • Create checklist for classroom observation, inventory and copies of children’s work samples. 	Students will develop communication and collaboration skills through working in pairs and small groups, critical thinking, personal development and lifelong learning.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent				
Developing tools for data collection	Introduction – Types of tools	20 min	Face-to-face: Review RPK through questioning. Guide student teachers to explore the different strategies and processes that are used for observation and data collection in classrooms. (PD Theme 2, Theme 3, p. 122).	Face-to-face Provide relevant answers orally and describe some of the tools that are used for data collection in classrooms that are familiar to them. Selected groups present reports on previous school visit.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Developing a checklist, rating scales and inventories for classroom observation.	30-60 min	E-learning opportunities Guide students in small groups to use their internet devices to search the net for videos on how to develop checklists and inventories for various school and learner characteristics. (Theme 4).	E-learning opportunities -Student teachers in small groups surf the net and YouTube/videos for information on how to develop checklists to observe various school and learner characteristics.
	Work samples	30-60 min	Practical Activity Guide groups to exchange and review/critique work samples of other groups. Guide groups to revise checklist, rating scales or inventory based on comments of other groups and make it part of their portfolio. (Theme 4).	Practical Activity Groups exchange and critique work samples of other groups. Groups revise checklist or inventory based on comments of other groups and make it part of their portfolio.
			Groups sent to schools within the communities to gather data using the revised checklist/ inventory and various techniques to be presented during the next lesson.	Groups go to schools within the communities to gather data using the revised checklist/ inventory to be presented during the next lesson.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Formative Assessment Student teachers are to present revised checklists/inventories and scoring rubric (guide) designed for observing and gathering various forms of data. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12) Assesses CLO 4 (NTS 1a, 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weighting: 20%
Instructional Resources	<ul style="list-style-type: none"> • Samples of checklists and instruments for data collection • Projector, laptop and mobile phones
Required Text (core)	<i>Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2012). How to design and evaluate research in education. New York: McGraw-Hill. Chapter 7.</i>
Additional Reading List	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to special education. Boston: Pearson. Denzin, N. K. & Lincoln, Y.S. (2008). Collecting and interpreting qualitative materials. London: Sage Publications Inc. Center for Enquiry-Based Learning: http://www.ciblearning.org . Inspired Teaching website at www.inspiredteaching.org .
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 5

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Contemporary data collection approaches							Lesson Duration	3 hours
Lesson description	The lesson aims at introducing student teachers to the various approaches to data collection in inclusive school-based enquiry. Through talk for learning approaches, individual child study projects, field trip to schools in nearby communities, student teachers will be exposed to current approaches of child study, and demonstrate the use of inventories in profiling learners. Student teachers will be given the opportunity to watch and analyse short videos from YouTube on how to use current approaches in profiling learners. This will enable student teachers to reflect and discuss the processes in using inventories and apply them during Supported Teaching in Schools (STS).								
Previous student teacher knowledge, prior learning (assumed)	Student teachers' knowledge about checklist and rating scales in gathering information on characteristic features of learners with varying characteristics.								
Possible barriers to learning in the lesson	Large class size.								
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Brief discussion of learning approaches on current approaches of child study. Interaction with resource teachers.</p> <p>Practical Activity: Simulation, role plays, individual and group activities,</p> <p>E-learning: Short videos on the use of contemporary approaches for data collection.</p> <p>Independent study: Enable student teachers to engage searching for contemporary approaches to data collection using their mobile phones.</p> <p>Seminars: Generate group and individual creativity, discussion and reflection on contemporary approaches to data collection.</p>								

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>Student teachers should be able to discuss and demonstrate the use of the learning stories and socio-cultural approaches in school-based enquiry, and specifically, demonstrate how to use contemporary strategies to gather data on children’s learning needs for discussion and intervention. Again, student teachers will be expected to demonstrate skills for reflective practice, self-evaluation and portfolio building. (NTS 1a, p. 12; 3b, 3f, 3n p. 14).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. • Learning indicators for each learning outcome. 	<p>Learning Outcomes:</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.</p>
	<p>Demonstrate the use of learning stories and socio-cultural approaches in school-based enquiry by way of collecting data on selected pupils. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>	<p>Use current approaches to collect data on learners and use records to build their portfolio.</p>	<p>Activities will enable students to develop skills in Integration of ICT, collaboration and communication, reflection, critical thinking and problem-solving skills.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.</p>				
	<p>Introduction-Learning stories approach.</p>	<p>90 minutes</p>	<p>Face-to-face Use questions to help student-teachers revise their RPK. Introduce learning stories approach through lecturette and link it to previous lesson. (PD Theme 2, 4 p. 64). Seminar Guide student teachers to use role play, group discussions, and presentations. Engage student teachers to discuss the learning stories approach and how they are used in child study situations. (Theme 1, 4).</p>	<p>Face-to-face Answer questions. Use mobile phones to search online. In a whole class discussion, student teachers express their understanding of learning stories approach for data collection. Practical Activity Student teachers plan and use the learning stories approach for data collection and take pictures of the sessions for their portfolio.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Introduction-Learning stories approach.	90 minutes	Ask student teachers to use learning stories approach to undertake a project on a mini child study by visiting schools in the community. (PD Theme 1, 4).	<p>Seminar</p> <p>In groups, student teachers discuss how learning stories approaches are used and make presentations using power point.</p> <p>Practical Activity</p> <p>Student teachers undertake a child study project using learning stories approach.</p>
	Socio-cultural approach	90 min	<p>Face-to-face</p> <p>Introduce socio-cultural approach through lecturette and link its use to previous lesson.</p> <p>Seminar</p> <p>Using role play, group discussions, and presentations, tutor engages student teachers to discuss socio-cultural approach and how they are used in child study situations. (PD Theme 1, 2).</p> <p>Practical Activity</p> <p>Ask student teachers to use socio-cultural approach to undertake a project on a mini child study by visiting schools in the community. (PD Theme 4).</p>	<p>Seminar</p> <p>In a whole class discussion, student teachers express their understanding of learning stories approach.</p> <p>Student teachers plan and role play the use of learning stories approach.</p> <p>Seminar</p> <p>In groups, student teachers discuss how learning stories approach are used and make presentations using power point.</p> <p>Independent Study</p> <p>Student teachers undertake a child study project using learning stories approach.</p> <p>Proactivity Activity</p> <p>Student teachers develop their teaching portfolio through these learning activities.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	Formative Assessment Students work in pairs and select one of the two approaches by lottery. They should identify a pupil at the primary level and profile the child’s learning and analyse data for submission at the end of the Semester. Assesses CLO 3: (NTS 1a, 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weight 30%
Instructional Resources	Audio-visuals from YouTube, samples of individual learning plans, samples of diagnostic tools, samples of inventories and checklists.
Required Text (core)	<i>Carr, M. (2002). Assessment in early childhood settings: Learning stories. London: Paul Chapman Publishing.</i>
Additional Reading List	Ammah, C. (2016). Developmental psychology for educators. Accra : Janlex Ventures.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 6

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Collection, Managing and Interpreting Data				Lesson Duration	3 hours	
Lesson description	The lesson will equip student teachers with knowledge and skills in categorising, managing and interpreting data on pupils' learning. This will enable them take appropriate instructional decisions to support learners during supported teaching in schools.						
Previous student teacher knowledge, prior learning (assumed)	Knowledge in gathering data on learners with diverse characteristics using various tools and strategies.						
Possible barriers to learning in the lesson	Misconceptions about learners with various characteristics and entrenched cultural beliefs.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: Use lecturette, discussions and other talk for learning approaches Independent study: Assign readings for individual/group presentation Practical Activity: Work in smaller groups on projects for submission						

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>Demonstrate the use of appropriate methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14, NTECF p. 12).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	<p>Learning Outcomes:</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.</p>
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>Demonstrate Knowledge of varying learner characteristics and the use of appropriate processes of enquiry, methods and tools to gather data to explain varying learning needs and abilities. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12)</p>	<ul style="list-style-type: none"> • Design checklists, collect and manage data on learners. • Provide a written interpretation of data gathered on pupils. 	<ul style="list-style-type: none"> • Developing critical thinking, problem-solving and reflective skills. Digital literacy and analytical skills will also be imbibed. Respect for diversity, equity and inclusivity will be acquired.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
<p>Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent</p>				
<p>Collecting, managing and interpreting data.</p>	<p>Introduction- Collecting and managing data.</p>	<p>50 - 60 min</p>	<p>Practical activity: Guide groups of student teachers to categorise data on learner characteristics gathered during the fieldwork after lesson 2. Categorisations should be done based on Themes/sub-Themes provided in the checklist/inventory. (PD Theme 4).</p>	<p>Practical activity: Groups of student teachers categorise data on learner characteristics gathered during the fieldwork after lesson 2. Groups to categorise data based on Themes/sub-Themes provided in the checklist/inventory.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Introduction-Collecting and managing data	25-30 min	Practical activity: Guide various groups to exhibit categorisation done on posters for peers to move round and comment on. (PD Theme 2, 4).	Practical activity: Groups mount posters on categorisation for peers to move round and comment on. Revise categorisation based on comments.
	Interpretation of data	55-60 min	Practical activity: Guide student teachers to interpret data categorised using the scoring rubric/guide (mild to moderate and beyond). (PD Theme 2, 4).	Practical activity: Use the scoring rubric/guide to group learners (mild to moderate and beyond) and keep records in portfolios.
		25-30 min	Seminar: Guide various groups to present results for whole class discussion. (PD Theme 2, 4).	Seminar: Group presentation to whole class for discussion.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment: Peer assessment of group presentations on collection, managing and interpreting Data. This should count towards end of Semester project. Assesses CLO 2 (NTS1a,3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weight 30%</p>
Instructional Resources	<ul style="list-style-type: none"> • Audio-visuals from YouTube. • Special Education Resource Teacher. • Projector, laptops and mobile phones.
Required Text (core)	<i>Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill. Define Chapters & Pages.</i>
Additional Reading List	<p>Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to special education. Boston: Pearson.</p> <p>Denzin, N.K. & Lincoln, Y.S. (2008). Collecting and interpreting qualitative materials. London: Sage Publications Inc.</p> <p>Yekple, E. Y. & Deku, P. (2017) ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Center for Enquiry-Based Learning: http://www.ciblearning.org.</p> <p>Inspired Teaching website at www.inspiredteaching.org.</p>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 7

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Using creative activities to address learning needs				Lesson Duration	3 hours
Lesson description	The lesson will introduce student teachers to various activities and strategies to address barriers to learning. The lesson will enable the student teacher adopt appropriate contemporary interventional strategies to address identified needs of learners.					
Previous student teacher knowledge, prior learning (assumed)	Knowledge of barriers to learning, knowledge about misconceptions of learning and through STS (beginning teaching 1) student teachers have gained knowledge of challenges learners manifest in classrooms.					
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Lack of motivation for learning, interest, insufficient knowledge in implementing interventional strategies, time consuming/constraint, technological problems. 					
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Brief discussion of creative approaches to address learning needs.</p> <p>Practical Activity: Simulation, role plays, individual and group activities.</p> <p>E-learning: Short videos on the use of creative approaches to address learning data.</p> <p>Independent study: Enable student teachers to engage searching for creative approaches to address learning needs using their internet devices (e.g., smartphones, etc.).</p> <p>Seminars: Generate group and individual creativity, discussion and reflection on addressing learning needs.</p>					

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>The lesson will equip student teachers with knowledge and skills in adopting and applying appropriate creative approaches in addressing learning needs during Supported Teaching in Schools. (NTS 1a, 2e, 3h, 3i).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>Manage data and demonstrate application of appropriate interventions such as games, role play and other activities to address varying learning needs. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12)</p>	<ul style="list-style-type: none"> • Compile records and keep artefacts of the used games, demonstration and other activities to support learners with diverse needs in portfolio. • Apply appropriate creative interventions in addressing learners with diverse needs during supported teaching in schools. 	<p>Students will develop skills in addressing equity and gender issues, critical thinking, problem-solving, creativity, collaboration and reflective practice through the use of creative approaches.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent work.				
Using Games, demonstration, field-trips, role plays, individual and group projects.	Using Games	45 min	Face-to-face: Revise RPK through questioning. (PD Theme 2, 3). Practical activity Demonstrate the use of games to support learners overcome their difficulties for student teachers to observe. (PD Theme 2, 4).	Face-to-face Provide relevant responses to questions from learners' records. Practical activity Student teachers observe and make notes in their Reflective Journals (RJs) on how to use games to support learners with diversity.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Using Games, demonstration, field-trips, role plays, individual and group projects	Outdoor pedagogy	Half a day	Take student teachers out to observe best practices in the use of contemporary data collection approaches in classrooms. (PD Theme 2, 4).	Practical activity Student teachers observe demonstration at school of visit and make notes in RJ for classroom discussion.
	Role play	45 min	Practical Activity Guide student teachers to role play addressing a learning need (small group activity). (Theme 2, 4).	Practical Activity Student teachers take pictures or videos with their phones of other colleagues demonstrating how to support learners to learn and take pictures of the demonstration for their portfolio.
	Individual and group projects	30 min	E-learning Show short videos from YouTube on individual and group projects. (PD Theme 2, 4).	E-learning Student teachers watch videos from YouTube and discuss the contents in whole class session.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment</p> <p>Student teachers work in pairs to compile 10 creative approaches that can be used in assisting learners with various learning difficulties and how each of them can be used to support their learning.</p> <p>End of Semester project:</p> <ul style="list-style-type: none"> • Student teachers design an inventory/checklist to gather data on a particular child with learning difficulties, analyse data, identify characteristics, initiate intervention using any creative activity, write progress report and results of intervention. • Assesses CLO 4 (NTS 1a, 3b, 3f, 3n) • NTS 1a: Critically and collectively reflects to improve teaching and learning. • NTS 3b: Carries out small-scale action research to improve practice • NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. • NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. <p>Weighting 40%</p>
Instructional Resources	<ul style="list-style-type: none"> • Audio-visuals from YouTube. • Special Education Resource Teacher.
Required Text (core)	Creative Approaches module by T-TEL.
Additional Reading List	<p><i>Center for Enquiry-Based Learning: http://www.ciblearning.org.</i></p> <p><i>Inspired Teaching website at www.inspiredteaching.org.</i></p> <p><i>Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education. New York: McGraw-Hill.</i></p>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 8

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Using assistive technology for intervention						Lesson Duration	3 hours
Lesson description	The lesson will enable the student teacher select appropriate assistive technology for learners with SEN .							
Previous student teacher knowledge, prior learning (assumed)	Student teachers have gained knowledge about barriers to learning. Through STS (beginning teaching 1) of challenges learners manifest in classrooms, knowledge of basic intervention strategies.							
Possible barriers to learning in the lesson	Lack of motivation for learning, interest, attitude towards technological tools, and non-availability of requisite assistive devices.							
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Brief discussion of types of assistive technology devices.</p> <p>Practical Activity: Simulation, role plays, individual and group activities, fitting assistive devices.</p> <p>Independent study: Engage students to search for assistive devices for learners with SEN using their internet devices (e.g., mobile phones, etc.).</p> <p>Seminars: Generate group and individual creativity, discussion and reflection on types of assistive devices.</p> <p>E-learning: Show short videos from YouTube on the use of creative approaches to address learning needs.</p>							

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>The lesson will equip student teachers with knowledge and skills in selecting and applying appropriate assistive devices for children with diverse needs NTS 3f, 3h.</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>Manage data and demonstrate application of appropriate interventions such as games, role play and other activities to address varying learning needs. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12)</p>	<ul style="list-style-type: none"> • Select appropriate assistive devices for learners with diverse learning difficulties to overcome their barriers. • Apply appropriate assistive devices for learners with diverse needs. 	<p>Acquire skills in addressing equity and gender issues, use ICT tools, develop critical thinking, problem-solving, creativity, collaboration skills and reflective practice.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Assistive devices	Types of assistive devices	60 min	Face-to-face Display samples of assistive devices and guide student teachers to identify and select appropriate ones for learners with SEN. (PD Theme 2, 4).	Practical Activity Student teachers examine different pieces of assistive devices available and select appropriate ones for specific needs. Student teachers demonstrate the use of data to inform decision on referrals.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Fitting/using of assistive devices	60-90 min	<p>E-learning</p> <p>Show student teachers short videos from YouTube on types and fitting/using of assistive devices. (PD Theme 2, 4).</p> <p>Practical Activity</p> <p>Demonstrate the fitting/using of specific assistive devices for student teachers to observe e.g. hearing aids, lenses, audio and visual recorder, CCTV, magnifiers, white cane, wheel chair, prosthesis, crutches. (PD Theme 2, 4).</p>	<p>E-learning</p> <p>Student teachers watch short videos from YouTube on types, fitting and using of different assistive devices.</p> <p>Practical Activity</p> <p>Student teachers work in small groups and demonstrating how to fit/use different pieces of assistive devices and take pictures of the activities for their portfolio.</p>

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	<p>In-lesson Assessment:</p> <p>Student teachers work in pairs to demonstrate how to fit or use assistive devices. Peers observe and comment. NTS 3f, 3h.</p> <p>Assesses CLO 4 (NTS 1a, 3b, 3f, 3n)</p> <p>NTS 1a: Critically and collectively reflects to improve teaching and learning.</p> <p>NTS 3b: Carries out small-scale action research to improve practice</p> <p>NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress.</p> <p>NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners.</p>
Instructional Resources	<ul style="list-style-type: none"> • Audio-visuals from YouTube. • Special Education Resource Teacher.
Required Text (core)	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.
Additional Reading List	<p>Center for Enquiry-Based Learning: http://www.ciblearning.org.</p> <p>Inspired Teaching website at www.inspiredteaching.org.</p> <p>Yekple, E. Y. & Deku, P. (2017) ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book.</p>
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 9

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12		
Title of Lesson	Classroom based interventions				Lesson Duration	3 hours	
Lesson description	The lesson will introduce students to various activities and strategies to address barriers to learning. It will also enable the student teachers adopt appropriate interventional strategies to address identified needs of learners.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have gained knowledge about barriers to learning. Through STS (beginning teaching 1) of challenges learners manifest in classrooms, knowledge of basic intervention strategies.						
Possible barriers to learning in the lesson	Lack of motivation for learning, interest, insufficient knowledge in implementing interventional strategies, time consuming/constraint, technological problems						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	<p>Face-to-face: Brief discussion of classroom intervention.</p> <p>Practical Activity: Simulation, role plays, individual and group activities, of application of intervention.</p> <p>Independent study: Search for classroom intervention strategies using their internet devices (e.g., Smartphones, etc.)</p> <p>Seminars: Group discussion and reflection on interventions.</p> <p>E-learning: Show short videos from YouTube on approaches for addressing learning needs.</p>						

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>The lesson will equip student teachers with knowledge and skills in selecting and applying appropriate assistive devices and other intervention activities to enhance learning outcomes of learners with diverse needs during Supported Teaching in Schools. (NTS 3c, 3d, 3 f, 3h).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity.
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>Manage data and demonstrate application of appropriate interventions such as games, role play and other activities to address varying learning needs. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12)</p>	<ul style="list-style-type: none"> • Select and use classroom-based strategies to address diverse learning needs. • Reflect and evaluate interventions applied. • Document outcomes of the interventions in reflective journals for discussion. 	<p>Student teachers will acquire problem-solving skills, creativity, collaboration and reflective skills.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Classroom based intervention	Individual attention	20 min	<p>Face-to-face Review RPK by asking student teachers to identify some of the barriers to learning in different subjects. (PD Theme 2, 4).</p> <p>Practical Activity Guide student teachers to demonstrate the use of individual attention to support learners with diverse backgrounds and characteristics.</p> <p>E-learning Show videos from YouTube on provision of individual attention to learners with SEN.</p>	<p>Identify some barriers to learning in different subjects.</p> <p>Practical Activity Student teachers demonstrate the use of individual attention as intervention strategy to address a learning need. Discuss role play to enhance understanding.</p> <p>E-learning Student teachers watch short videos from YouTube and discuss the contents in small groups.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Classroom based intervention	Task analysis	20 min	E-learning Show videos from YouTube on the use of task analysis to support learners with SEN. (PD Theme 2, 4).	E-learning Student teachers watch short videos and discuss the contents in small groups.
	Behaviour modification	45 min	Practical Activity Assign student teachers task to use behaviour modification strategy to address learning needs. (PD Theme 1, 2).	Practical Activity In small groups student teachers undertake a project using behaviour modification strategy to address a learning need. Pictures of the project and records kept as part of their portfolio development.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-Lesson & Peer Assessment Student teachers role play the use of behaviour modification strategies and reflective practice and take pictures for the portfolio. Peers observe and comment. (NTS 3c, 3d). Assesses CLO 4 (NTS 1a, 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. Weighting: 20%			
Instructional Resources	<ul style="list-style-type: none"> Audio-visual from YouTube on classroom-based interventions, hearing aids, magnifiers, blindfold, white cane, text to voice apps. 			
Required Text (core)	Avoke, M. (2005). Introduction to Special Education, Accra: City Publishers.			
Additional Reading List	<i>Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). Exceptional learners: An introduction to special education. Boston: Pearson.</i> <i>Yekple, E. Y. & Deku, P. (2017) ed. Exceptional Learners: An Introduction to Special Education. Winneba: Department of Special Education Book Center for Enquiry-Based Learning: http://www.ciblearning.org.</i> <i>Inspired Teaching website at www.inspiredteaching.org.</i>			
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.			

LESSON 10

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1	2	3	4	5	6	7	8	9	10	11	12
Title of Lesson	Evaluation and reflection in inclusive school-based enquiry										Lesson Duration	3 hours				
Lesson description	The lesson focuses on exposing student teachers to evaluation and reflection on interventions applied in inclusive school-based enquiry. The lesson will discuss issues on how to conduct effective evaluation. Additionally, student teachers will be guided to write good reflective notes in their Reflective Journals.															
Previous student teacher knowledge, prior learning (assumed)	Student teachers have had lessons on data collection and intervention approaches.															
Possible barriers to learning in the lesson	Student teachers have inadequate knowledge about reflective practice.															
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum √									
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Multiple delivery modes will be employed in teaching this topic. Face-to-face sessions for discussions as well as practical activities will form the core modes of delivery.															

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>The overarching outcome for the lesson is to inculcate in student teachers the knowledge and skill in undertaking effective evaluation of a given school or classroom situation or intervention. It is also intended to equip student teachers with the required disposition to engage in effective reflection of interventions applied with the view to achieving the optimum results from interventions made. As an outcome, student teachers will reflect and interrogate their thinking and develop ways of addressing any school or classroom challenges in the course of their careers. (NTS 1a, p. 12; 3b, 3f, 3n p. 14; NTECF p. 12).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	<p>Learning Outcomes:</p>	<p>Learning Indicators</p>	<p>Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?</p>
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	<p>Demonstrate the use of effective evaluative and reflective skills in classroom-based enquiry and child study during supported teaching in schools (NTS 1a, p. 12; 3b, 3f, 3n p. 14: NTECF p. 12).</p>	<ul style="list-style-type: none"> • Prepare evaluative and reflective notes that portray the true reflection of interventions implemented. • Show an appreciation of honesty in data presentation and respect for learner diversity. 	<p>Activities will instil in student virtues such as honesty and critical thinking as they accurately evaluate and report on interventional strategies adopted to address diverse learning needs.</p> <p>They will learn to recognise and avoid biases in favour of or against specific gender, social class, religion, language, ability and ethnicity.</p>

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
Evaluation and reflection in inclusive school-based enquiry.	Evaluation	60 min	Face-to-face Use questions to explore student teachers' understanding of evaluation as well as the importance of evaluating interventions. (PD Theme 2, 3).	Independent study & Seminar Student teachers surf the net using their internet devices (e.g., smartphones, etc.) for the meaning of evaluation and the relevance of evaluating interventions to address learning needs. Student teachers share their notes from independent study in small groups.
	How to do effective reflection	60 min	Face-to-face Use probing questions to discuss what reflection is, approaches and its importance in practice. (PD Theme 2, 4).	Independent Study Student teachers make contributions and write relevant points in their RJ for reflection.
	How to write reflective notes	60 min	Seminar Discuss guidelines for writing reflective notes with student teachers. (PD Theme 2, 4).	Independent Study & Seminar Student teachers write reflective notes in their RJ for small group discussion.
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment Student teachers share evaluation and reflection noted on on-going end of Semester child study projects. Peer asks questions and comment based on guidelines presented during lesson. Assesses CLO 6 (NTS 1a, p. 12; 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice. NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners.			
Instructional Resources	<ul style="list-style-type: none"> • Student Reflective Journals. • Projector, laptop and other internet devices (e.g., smartphones, etc.) 			
Required Text (core)	<i>Loughran, J. J. (2005). Developing reflective practice: Learning about teaching and learning through modelling. London: Falmer Press.</i>			
Additional Reading List	McIntosh, P. (2002). Action research and reflective practice: Creative and visual methods to facilitating reflection and learning. New York: Routledge Paige-Smith, A. & Craft, A. (2007). Developing reflective practice in early years. New York: Open University Press.			
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry			

LESSON 11

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Developing Portfolios and Anecdotal Records-Practical				Lesson Duration	3 hours	
Lesson description	The lesson aims at equipping student teachers with the basic skills in developing portfolios and anecdotal records. The course will equip the student teachers with skills for reflective practice, self-evaluation and portfolio building, which are essential for Supported Teaching in Schools (STS).						
Previous student teacher knowledge, prior learning (assumed)	Student teachers' have acquired knowledge on meaning, types and characteristics of school-based enquiry, early identification and characteristics of learners with diverse needs and abilities, as well as types of observation, developing inventories, checklist for observation and data collection approaches.						
Possible barriers to learning in the lesson	Large class size.						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical activities will be employed by engaging pupils in developing portfolios. Student teachers will be involved in practicum sessions during Supported Teaching in School. This will afford them the opportunity to start gathering artefacts for their portfolios.						

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>Student teachers should be able to develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners. Through concept mapping, student teachers will be able to organise their thoughts, discuss the need for developing, using and keeping portfolios and anecdotal records. Short videos from YouTube will be used to assist students to discuss the processes of developing e-portfolios. (NTS 1a, p. 12; 3b, 3f, 3n p. 14).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	Display personal teaching portfolio with relevant manual and digital artefacts and discuss the need for keeping accurate data and profile of learners (NTS 1a, p. 12; 3b, 3f, 3n).	<ul style="list-style-type: none"> • Develop portfolio with projects, pictures, and videos, and keep accurate data on profile of learners. 	Develop skills in Integration of ICT, collaboration and communication, knowledge on equity, gender and inclusion as well as reflection and critical thinking.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
	Using projects as relevant artefacts in developing portfolios.	30 min	Face-to-face & E-learning Guide student teachers to watch short videos from YouTube, selecting projects as relevant artefacts for portfolio. (PD Theme 2, 3).	Face-to-face & Practical Activity Student teachers share their views and select samples of projects to be included in their portfolio.
	Using pictures as relevant artefacts in developing portfolios.	30 min	E-learning Show short videos from YouTube on processes in selecting digital materials for portfolio. (Theme 2, 3).	E-learning Student teachers share their views on types of materials and select them for their portfolio.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Using videos as relevant artefacts in developing portfolios.	30-60 min	Practical Activity. Guide student students in the use of their internet devices (e.g., smartphones, etc.) to record classroom activities for their portfolio. (PD Theme 2, 3).	Independent Study & Seminar Student teachers share their views on types of videos to be included in a teaching portfolio. Based on the videos watched, student teachers discuss in groups, and justify the selection of the videos for portfolios.
	The need for keeping accurate data and profile of learners.	45 min	Face-to-face Guide student teachers to use concept mapping to discuss the relevance of keeping accurate data on children. (PD Theme 2, 3).	Practical Activity Through concept mapping, student teachers (in groups), discuss the need for keeping accurate data and profile of learners, and use PowerPoint to present their findings.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson.	In-lesson Assessment Student teachers display some artefacts they have gathered which could form part of their portfolios. Peers assess and comment on artefacts and their relevance. Assesses CLO 6 (NTS 1a, p. 12; 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice. NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
Instructional Resources	<ul style="list-style-type: none"> • Samples of professional teaching portfolios. • Samples of reflective log. • Teaching Practice Handbooks from Universities and Colleges of Education. • T-TEL materials from www.t-tel.org. • TESSA materials from www.tessafrica.org. • Teaching practice handbook Audio-visuals from YouTube, samples of teaching portfolios (including e-portfolio).
Required Text (core)	<i>Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). A Guide to Teaching Practice (5th ed.). New York: Routledge.</i>
Additional Reading List	Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review. Department for International Development.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry.

LESSON 12

DUPLICATE THE PLANNER FOR EACH LESSON

Plans for each lesson in the semester.

The following format should be completed for each lesson in the semester.

Year of B.Ed.	1	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Developing Portfolios and Anecdotal Records-Practical					Lesson Duration	3 hours
Lesson description	The lesson is meant to expose and consolidate student teachers' knowledge about some relevant data collection tools such as classroom exercises, tests, and marking schemes. The relevance of keeping track of these tools are discussed in relation to building up a comprehensive data for informed educational decisions.						
Previous student teacher knowledge, prior learning (assumed)	Student teachers have had lessons on anecdotal records such as inventories and child study. Knowledge on meaning, types, characteristics of school-based enquiry, early identification and characteristics of diverse needs and abilities as well as types of observation, developing inventories and checklists.						
Possible barriers to learning in the lesson	<ul style="list-style-type: none"> Large class size. Biases based on pre-conceived philosophies about specific data collection types. 						
Lesson Delivery - chosen to support student teachers in achieving the outcomes	Face-to-face √	Practical Activity √	Work-Based Learning	Seminars √	Independent Study √	E-learning opportunities √	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Practical activities will be employed by engaging pupils in developing portfolios. Student teachers will be involved in practicum sessions during Supported Teaching in School. This will afford them the opportunity to start gathering artefacts for their portfolios.						

<ul style="list-style-type: none"> • Overarching outcome, what you want the students to achieve, serves as basis for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed. 	<p>Student teachers should be able to develop teaching portfolio with relevant manual and digital artefacts and appreciate the need for keeping accurate data and profile of learners. Through concept mapping, student teachers will be able to organise their thoughts on, and discuss the need for developing, using and keeping portfolios and anecdotal records. Short videos from YouTube will be used to assist students to discuss the processes of developing e-portfolios. (NTS 1a, p. 12; 3b, 3f, 3n p. 14).</p>		
<ul style="list-style-type: none"> • Learning Outcome for the lesson, picked and developed from the course specification. 	Learning Outcomes:	Learning Indicators	Identify which cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?
<ul style="list-style-type: none"> • Learning indicators for each learning outcome. 	Display personal teaching portfolio with relevant manual and digital artefacts and discuss the need for keeping accurate data and profile of learners (NTS 1a, p. 12; 3b, 3f, 3n).	<ul style="list-style-type: none"> • Develop portfolio with projects, pictures, videos, and keep accurate data on profile of learners. 	Develop skills in Integration of ICT, collaboration and communication, knowledge on equity, gender and inclusion as well as reflection and critical thinking.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.				
	Using projects as relevant artefacts in developing portfolios.	30 minutes	Face-to- face & e-learning Guide student teachers to watch short videos from YouTube, selecting projects as relevant artefacts for portfolio.	Face-to-face & Practical Activity Student teachers share their views and select samples of projects to be included in their portfolio.

Topic Title	Sub-Topic:	Stage/ time	Teacher Activity	Student Activity
	Using pictures as relevant artefacts in developing portfolios.	30 minutes	E-learning Show short videos from YouTube, process in selecting digital materials for portfolio. (PD Themes 2, 3).	E-learning Student teachers share their views on types of materials and select them for their portfolio.
	Using videos as relevant artefacts in developing portfolios.	35 min	Practical Activity. Guide student teachers in the use of their internet devices (e.g., smartphones, etc.) to record classroom activities for their portfolio. (PD Themes 2, 3)	Independent Study & Seminar Student teachers share their views on types of videos to be included in a teaching portfolio. Based on the videos watched, student teachers discuss in groups, and justify the selection of the videos for portfolios.
	The need for keeping accurate data and profile of learners.	70 min	Face-to-face Guide student teachers to use concept mapping to discuss the relevance of keeping accurate data on children. (PD Themes 2, 3). Recap the key concepts discussed for the semester in preparation for end of semester examination.	Practical Activity Through concept mapping, student teachers (in groups), discuss the need for keeping accurate data and profile of learners, and use power point to present their findings.

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	In-lesson Assessment Student teachers display some artefacts they have gathered so far that can be made part of their portfolios. Peers assess and comment on artefacts and their relevance. (NTS 1a, p. 12; 3b, 3f, 3n) Presentations of progress on end of Semester projects and relevant artefact needed for portfolio. Assesses CLO 6 (NTS 1a, p. 12; 3b, 3f, 3n) NTS 1a: Critically and collectively reflects to improve teaching and learning. NTS 3b: Carries out small-scale action research to improve practice. NTS 3f: Pays attention to all learners, especially girls and students with Special Educational Needs, ensuring their progress. NTS 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners.
Instructional Resources	<ul style="list-style-type: none"> • Samples of professional teaching portfolios. • Samples of reflective log. • Teaching Practice Handbooks from Universities and Colleges of Education. • T-TEL materials from www.t-tel.org. • TESSA materials from www.tessafrica.org. • Teaching practice handbook Audio-visuals from YouTube, samples of teaching portfolios (including e-portfolio).
Required Text (core)	<i>Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). A Guide to Teaching Practice (5th ed.). New York: Routledge.</i>
Additional Reading List	Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review. Department for International Development.
CPD needs	See PD Material on Teaching Year 1 Semester 1 Course on Inclusive school Based Enquiry,

